DOCUMENT RESUME

ED 031 199 JC 690 223

By-Shell, Edwin Taylor
An Investigation of the Doctor of Arts Degree for the Junior College Instructor.
Pub Date May 69
Note-81p.
EDRS Price MF-$0.50 HC-$4.15
Descriptors-*Administrator Attitudes, *Degrees (Titles), *Doctoral Degrees, *Junior Colleges, Teacher Background, *Teacher Education, Teacher Qualifications
Identifiers-Southern Association of Colleges and Schools

This study consisted of a poll of junior college administrators, responsible for the employment of their instructional staff, to determine if they felt the Doctor of Arts degree would satisfy the academic needs of the junior college instructor. A 17-item questionnaire was mailed to 107 public tax-supported junior colleges within the Southern Association of Colleges and Schools; 83% were returned in usable form. Findings indicated that, among the administrators polled, 62% held a doctor's degree, 24% did not have three years of advanced study beyond the bachelor's degree, instructors with prior employment as either secondary teachers or college instructors were preferred for teaching traditional academic courses, there was agreement that the master's degree was necessary for junior college instructors, 85% did not require the minimum standard of advanced course work for department chairmen, 85% felt the Doctor of Arts degree would be generally accepted by the junior college instructors, 69% had a favorable opinion toward the proposed Doctor of Arts degree, 82% did not favor a research-oriented dissertation as part of the Doctor of Arts degree, and 62% favored the Doctor of Arts degree over the Ph.D. or the Ed.D. for junior college instructors. The general conclusion of the research was that administrators substantially agree on the desirability of an advanced degree designed especially for junior college instructors. (MB)

ED031199

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

# AN INVESTIGATION OF THE DOCTOR OF ARTS DEGREE FOR THE JUNIOR COLLEGE INSTRUCTOR

---

A Thesis

Presented to

the Faculty of the Graduate School

Northwestern State College

---

In Partial Fulfillment

of the Requirements for the Degree

Specialist in Education

---

by

Edwin Taylor Shell

May 1969

JC 690 223

814

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 27 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

## ABSTRACT

It was the purpose of this study to poll junior college and community college administrators to determine if, in their opinion, the Doctor of Arts degree would satisfy the academic needs of the junior and community college instructor. The administrators polled in this study were responsible for the employment of the instructional staff.

Opinions were secured through the completion of a seventeen item questionnaire which was mailed to 107 public tax supported junior and community colleges which are within the geographical boundaries of the Southern Association of Colleges and Schools. Eighty-five per cent of the questionnaires were returned with 83 per cent in usable form. Findings indicated that: (1) 62 per cent of the administrators hold an earned doctor's dgree; (2) 24 per cent of the respondents do not possess three years of advanced study beyond the bachelor's degree; (3) prior employment experience desired of the junior college administrators is equally divided between the secondary teacher and the college instructor teaching the traditional academic courses; (5) the level of academic achievement necessary for the junior college instructor is the master's degree; (6) 85 per cent of the junior college administrators do not require the minimum standard of advanced course work applicable to at least one member of a department of four or more to become chairman of a department; (7) 85 per cent of the administrators believe the Doctor of Arts degree would be generally accepted by the junior college instructors; (8) 69 per cent of the administrators favored the Doctor of Arts degree when responding to four items on the questionnaire

indicating a positive or negative opinion toward the proposed Doctor of Arts degree; (9) 82 per cent of the administrators did not favor the research-oriented dissertation as part of the Doctor of Arts degree; and (10) 62 per cent of the administrators favored the Doctor of Arts degree over the Ph.D. or Ed.D. for the junior college instructor.

The results of this survey indicate that there is substantial agreement between the administrators surveyed that an advanced degree especially designed to meet the needs of the junior college instructor would be highly desirable.

# AN INVESTIGATION OF THE DOCTOR OF ARTS DEGREE FOR THE JUNIOR COLLEGE INSTRUCTOR

by

Edwin Taylor Shell

APPROVED:

Ronald A. Bradberry
Major Professor

Darrell L. Bryant
Committee Member

Everett W. Burge
Committee Member

B. T. Quinton
Committee Member

Donald M. Rawson
Committee Member

May 13, 1969
Date

Leo F. Cleveland
Dean of the Graduate School

TABLE OF CONTENTS


| CHAPTER | | PAGE |
|---|---|---|
| I. | THE PROBLEM AND DEFINITIONS OF TERMS USED | 1 |
| | The Problem | 5 |
| | Statement of the problem | 5 |
| | Value of the study | 5 |
| | Delimitation of the study | 5 |
| | Sources of data | 5 |
| | Procedure | 6 |
| | Related studies | 6 |
| | Definitions of Terms Used | 8 |
| | Academic training | 8 |
| | Doctor of Arts | 8 |
| | Junior college | 9 |
| II. | REVIEW OF THE LITERATURE | 10 |
| | Development of the Doctoral Program in Europe and the United States | 10 |
| | Development of the Master's and Specialist's Degrees | 14 |
| | Higher Education Faculty and Staff Shortages | 19 |
| | Doctorate of Arts--Design and Purpose | 25 |
| III. | COLLECTION, GENERAL DESIGN, AND INTERPRETATION OF DATA | 29 |
| | General Design | 29 |
| | Procedure for Collecting Data | 31 |
| | Presentation of Data | 33 |

CHAPTER PAGE

Item one . . . . . 33
Item two . . . . . 34
Item three . . . . . 35
Item four . . . . . 35
Item five . . . . . 36
Item six . . . . . 37
Item seven . . . . . 39
Item eight . . . . . 40
Item nine . . . . . 40
Item ten . . . . . 41
Item eleven . . . . . 41
Item twelve . . . . . 42
Item thirteen . . . . . 43
Item fourteen . . . . . 43
Item fifteen . . . . . 44
Item sixteen . . . . . 46
Item seventeen . . . . . 47

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . . 48
Summary . . . . . 48
Conclusions . . . . . 55
Recommendations . . . . . 56

BIBLIOGRAPHY . . . . . 58
APPENDIX A. . . . . 63
APPENDIX B. . . . . 64
APPENDIX C. . . . . 68
APPENDIX D. . . . . 69
APPENDIX E. . . . . 70
APPENDIX F. . . . . 73

## LIST OF TABLES


| TABLE | | PAGE |
|---|---|---|
| I. | Distribution of Respondents by State . . . . . | 32 |
| II. | Distribution of Junior College Administrators Surveyed to Reflect the Highest Degree Earned . . . . . | 33 |
| III. | Distribution of Respondents to Reflect the Number of Graduate Hours Earned Above the Master's Degree . . . . | 34 |
| IV. | Prior Employment Experience Most Desirable for Junior College Instructors Teaching the Traditional Academic Courses . . . . . | 36 |
| V. | Prior Employment Experience Most Desirable for Junior College Instructors Teaching the Creative or Applied Arts Courses . . . . . | 37 |
| VI. | Educational Achievement Necessary to Teach at any Level, Traditional Academic Subjects, Specialized Technical Courses, and Creative Arts . . . . . | 38 |
| VII. | Academic Preparation Required to Become a Department Chairman . . . . . | 39 |
| VIII. | Educational Achievement Adequate for a Junior College Instructor Teaching the Traditional Academic Courses . . | 40 |
| IX. | Respondents who Believe the Doctor of Arts Degree Would or Would Not be Generally Accepted by Junior College Instructors . . . . . | 41 |
| X. | Respondents who Favor or do not Favor the Proposed Doctor of Arts Degree . . . . . | 42 |

TABLE PAGE

XI. Respondents who Favor or do not Favor the Doctor of Arts Degree for All Junior College Instructors . . . . . 42

XII. Respondents who Favor the Doctor of Arts Degree for the Traditional Academic Instructor but not for the Creative or Applied Art Instructor . . . . . 43

XIII. Respondents who Indicate that a Doctor's Degree Designed for the Junior College Instructor Should or Should not Have the Traditional Research-Oriented Dissertation . . 44

XIV. Responses Indicating the Opinion of Whether or not the Proposed Doctor of Arts Degree Would Better Equip the Instructor to Teach Students in the Junior College Than the Traditional Ph.D./Ed.D. . . . . 44

XV. Responses Indicating the Method for Meeting the Southern Association Requirement of Three Years of Advanced Study Beyond the Bachelor's Degree . . . . . 45

XVI. Recommendations of Other Types of Academic Training from Respondents who were Opposed to the Doctor of Arts Degree . . . . . 46

# CHAPTER I

## THE PROBLEM AND DEFINITIONS OF TERMS USED

The two-year community college is an American institution. Since its development in the early 1900's, the community college has expanded significantly.[1] This expansion has reached approximately nine hundred and fifty community colleges with an enrollment of two million students.[2] This rapid growth has brought with it certain problems. One of these problems is related to the academic training of the community or junior college instructor.[3]

Academic needs of the junior college instructor for the past sixty years have been unfixed. In 1923 a junior college instructor had academic training equivalent to one year of advanced study beyond the bachelor's degree.[4] By 1954 a dramatic change in the academic preparation of the junior college instructor became evident as the accrediting agencies, one of which is the Southern Association of Colleges and Schools, began to exert a greater influence over the junior colleges.[5]

---

[1]Peter F. Oliva, The Secondary School Today (Cleveland: World Publishing Co., 1967), p. 15.

[2]Mildred S. Fenner (ed.), "Two-Year Colleges Now Number About 950," The Journal of the National Education Association, V (October 7, 1968), 4.

[3]Proceeding--Sixty-Ninth Annual Meeting of the Southern Association of Colleges and Schools (Atlanta, Georgia, 1964), p. 90.

[4]Proceeding--Twenty-Eighth Annual Meeting of the Association of Colleges and Schools (Atlanta, Georgia, 1923), p. 50.

[5]Sixty-Ninth Annual Meeting, op. cit., p. 90.

These accreditation agencies regulate approximately nine hundred fifty junior colleges. For a junior college to meet one of the agencies' requirements of accreditation, a junior college instructor must possess a minimum academic training equivalent to that of the master's degree. However, the accreditation associations further compound the problem of academic training by requiring that "in junior colleges in any department composed of as many as four faculty members, at least one should possess professional preparation equivalent to three years of advanced study beyond the bachelor's degree."[6]

This study was directed to the requirement that "one should possess professional preparation equivalent to three years of advanced study beyond the bachelor's degree." It would seem obvious that the solution to this three years of advanced study beyond the bachelor's degree should be that of the traditional Doctor of Philosophy or Doctor of Education. The junior college, however, presents a unique problem in its rapid growth due to the open-door and multi-concept philosophy.[7] This open-door philosophy provides that, "any junior college will admit any high school graduate, or any person over eighteen years of age who seems capable of profiting by the instruction offered."[8] The multi-concept philosophy provides both

---

[6] Ibid.

[7] Lamar B. Johnson, State Junior Colleges: How Can They Function Effectively (Atlanta, Georgia: Southern Regional Education Board, 1965), p. 10.

[8] James W. Thorton, The Community Junior College (New York: John Wiley and Sons, 1960), pp. 32-38.

terminal educational programs and the first two years of academic study for the students going on to the senior college. This could pose the question of whether or not the research oriented doctorates, already in short supply, should be placed in junior college or if these talents could not be more wisely used in higher division course work.[9]

The accrediting agencies give specific attention to a part of this question in the staffing of the senior college by requiring that 30 per cent of the instructional staff will hold an earned doctorate degree. This same accreditation agency provides a guideline for the junior college which states that "in junior colleges in any department composed of as many as four faculty members, at least one should possess professional preparation equivalent to three years of advanced study beyond the bachelor's degree."[10] This statement gives direction to the solution, but only direction--not the method or type of training required.

Consideration of the method or type of training for this three years of advanced study can produce many problems. Should there be a systematic program of study similar to the program required for the bachelor's, master's, educational specialist's, or doctor's degrees? Should the three years of advanced study consist of subject matter only? Should it be a combination of subject matter course work balanced with a selection of educational courses? Should the junior college

---

[9]Roy C. Maul, "Are College Teachers in Short Supply?" The Journal of Higher Education, XXXVII (October, 1965), 390-97.

[10]Sixty-Ninth Annual Meeting, loc. cit.

instructor be allowed to select courses he "thinks" would benefit himself and his respective institution? Or should a new degree be created to fulfill the accreditation agencies' special requirements of three years of advanced study and at the same time be designed to meet the special problems of the open-door and multi-concept philosophy of the junior college?[11] These questions provide the purpose of this study, to investigate a teaching doctorate, the Doctor of Arts Degree, as a possible fulfillment of the specific academic needs of the junior college instructor. This proposed new doctorate has been called the Doctor of Arts by the California Junior College Faculty Association.[12] Basic requirements are: (a) substitution of breadth of coverage for intensive specialization; (b) flexibility in a balance of scholarship, research, including a thesis, and teaching competency; (c) expectation of completion within a definite time; (d) orientation to a career in college teaching, with some flexibility in planning; (e) courses would be the same as those taken by candidates for the Ph.D. or Ed.D., with the same qualifying and comprehensive examinations; and (f) basic course work would be composed of sixty hours in the student's teaching field and an additional thirty hours in professional education courses as minimum course requirements.[13] In this study

---

[11]Johnson, loc. cit.

[12]Mary H. Wortham, "Two-Year Colleges and a Teaching Doctorate" (paper read at the 110th Anniversary of San Jose State College, San Jose, California, October 12, 1962).

[13]Mary H. Wortham, "The Case for the Doctor of Arts: A View from Junior College Faculty," American Association of University Professors, LIII (December, 1967), 375.

an attempt was made to compare the traditional training of the college instructor with that of the proposed Doctor of Arts Degree.

## I. THE PROBLEM

Statement of the problem. It was the purpose of this study to poll junior college and community college administrators to determine if, in their opinion, the Doctor of Arts Degree would meet the academic needs of the junior and community college instructor.

Value of the study. It is hoped that this study will be of some help to educators planning to revise, improve, or initiate a new degree program for the junior college and community college instructors.

Delimitation of the study. This study was limited to: (1) the 107 public, tax supported junior colleges and community colleges of Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia as listed in the American Junior College Directory, and (2) the administrative staff who are charged with the responsibility of the development of the curriculum. These administrators were polled to give their opinion of the needs and merits of the proposed Doctor of Arts Degree.

Sources of data. Data were obtained from books, periodicals, and other related material found in libraries, and from questionnaires sent to the administrators of junior colleges and community colleges within the boundaries of the Southern Association of Colleges and Schools. These colleges were composed of only the tax supported,

public institutions found in the latest edition of the American Junior College Directory.

Procedure. The procedure employed in this study was the survey questionnaire technique.[14] All public, tax supported junior and community colleges in the states of Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia were target institutions. The questionnaire was designed to reflect the opinions of the junior and community college administrators responsible for the employment of the instructional staff relative to a teaching degree proposed for the junior and community college instructional staff.

To ensure a higher percentage of returns the questionnaire was coded, and neither names nor institutions of the respondents appear in the survey.

Related studies. John H. Cashin, in an unpublished report to the California Coordinating Council for Higher Education, presented a report entitled, "A Survey of Junior College Instructors, Deans of Instruction and Instructor Training Program Coordinators Concerning a Possible Doctor of Arts Degree."[15] The purpose of this report was: (1) to investigate the present degree programs in the California

---

[14]See Appendix B.

[15]John H. Cashin, "A Survey of Junior College Instructors, Deans of Instruction and Instructor Training Program Coordinators Concerning a Possible Doctor of Arts Degree" (unpublished report to the California Coordinating Council for Higher Education, 1968).

colleges and universities relative to a degree especially designed for the junior and community college instructor; and (2) to obtain the opinions of coordinators, deans of instruction, and junior college and community college instructors relative to the proposed Doctor of Arts Degree.

Returns included replies from 672 instructors, 73 deans, and 34 coordinators. The findings reveal the following facts:

1. Of the 672 responding junior college instructors, 523 believe a master's degree is an adequate level of educational achievement for the subject they are now teaching. Eighty-eight believe the bachelor's degree adequate, and 29 believe the doctorate is adequate.

2. Sixty-nine of the 73 deans and 30 of 34 coordinators believe the master's degree to be adequate for subject matter teaching.

3. Sixty per cent of the responding instructors who have bachelor's or master's degrees do not have or are not working toward a doctor's degree, but said they would work for the Doctor of Arts Degree if it were offered.

4. The greatest interest was expressed by instructors in science, mathematics, and physical education, and least interest by those in communication/humanities and occupational/technical area of study.

5. A much greater interest was registered by instructors with a Master of Education than those with master's in a subject field.[16]

Cashin's report to the California Coordinating Council for

---

[16] Ibid.

Higher Education is the only study of previous research in this area. Cashin's report does show a need for a terminal degree especially designed for the junior and community college instructor of California, but it was limited to only one state and did not deal with accreditation requirements of three years of advanced study beyond the bachelor's degree. The research questionnaire employed in this study was used to survey those administrators responsible for the employment of instructional staff of the public, tax supported junior and community colleges in the eleven states composing the Southern Association of Colleges and Schools.

## II. DEFINITIONS OF TERMS USED

Academic training. Academic training is interpreted as meaning college or university course work earned in an accredited institution which confers the bachelor's, master's, or higher degree.

Doctor of Arts. The proposed degree for the junior college instructor borrows freely from other programs. The D.A. provides for: (a) a substitution of breadth of coverage for intensive specialization; (b) flexibility in a balance of scholarship, research, including the thesis, and teaching competency; (c) expectation of completion within a definite time; and (d) orientation to a career in college teaching, with some flexibility in planning. The courses could be the same as those taken by the candidates for the Ph.D. or Ed.D., with the same qualifying and comprehensive examinations. Basic requirements for completing the D.A. could be a minimum of ninety hours of course work,

with sixty hours in the student's teaching field and thirty hours in professional education course requirements determined by the department.[17]

Junior college. Throughout the report of this investigation, the term junior college is interchangeable with community college. The junior college, comprising grades thirteen and fourteen, has the "open-door" philosophy of education offering terminal education in vocational and commercial subjects for those students who will go no further in their education and to provide the student with the first two years of study while pursuing the B.A. or B.S. degree. It provides its students with a three-part comprehensive program: (1) flexibility in curriculum; (2) a variety of course offerings; and (3) testing and counseling services through which expert assistance may be obtained.[18]

---

[17] Wortham, op. cit., p. 375.

[18] Johnson, loc. cit.

# CHAPTER II

## REVIEW OF THE LITERATURE

Much has been written in regard to the structure, design, and modifications of the academic training of the faculty and staff of America's universities and colleges. Even with these volumes of literature, however, very little investigation has been given to the junior college faculty needs and academic requirements.

### I. DEVELOPMENT OF THE DOCTORAL PROGRAM IN EUROPE AND THE UNITED STATES

The use of academic degrees goes back to the twelfth century.[1] Originally there were only two degrees, those of master's and bachelor's, and the title, doctor, was given to certain master's as a merely honorary application.[2] The first actual records of the doctorate were at the University of Bologna in 1158.[3] The University of Bologna was reported to have conferred the first doctor's degrees in the field of law.[4] The University of Paris claims to have conferred the doctorate by 1145 A. D. in theology. England began a doctorate program in the thirteenth century in the faculties of law and divinity. During these

---

[1]Walter C. Eells, Degrees in Higher Education (Washington, D. C.: The Center for Applied Research in Education, 1963), p. 17.

[2]"Doctor," Encyclopedia Britannica (18th ed.), VII, p. 497.

[3]Eells, loc. cit.

[4]"Doctor," loc. cit.

middle ages the doctor's ("teacher" in Latin) and master's degrees were interchangeable. As time passed, the master's degrees became common in the arts while the doctorate became common in law, medicine, and theology.[5]

The degree of Doctor of Philosophy spread quite rapidly in the sixteenth century, especially in Germany where the doctorate and master's were granted simultaneously.[6] During this era, Oxford and Cambridge added the bachelor's degree and then the master's degree to the curriculum. It was not until after World War One that the English universities conferred an earned doctor's degree, and this was primarily to attract American graduate students.[7]

With the exception of Yale University, American universities and colleges did not pursue graduate study until after the War Between the States. However, during the seventeenth century Harvard College offered the master's degree as a second degree. Other American colleges such as William and Mary and Yale followed the pattern of the English universities offering the bachelor's and master's degrees. Yale, Princeton, Columbia, Brown, and the University of Pennsylvania would confer an earned master's degree three years after graduation if the

---

[5]Carrol Alkinson, Pro and Con of the Ph.D. (Boston: The Meador Press, 1945), p. 11.

[6]Ibid., p. 12.

[7]R. C. March, "The American Graduate Student at Oxford and Cambridge," American Association of University Professors, XLI (Autumn, 1955), 552-53.

graduate would pay a certain stated fee. This tradition was somewhat broken in 1876, when Yale conferred its first earned master's degree.[8]

Yale University in 1861 was the first American university to grant the (research degree) Doctor of Philosophy.[9] This degree was modeled on the German Doctorate of Philosophy Degree.[10] The German model has been revised drastically by the American universities and colleges because the German universities offered only one doctorate, the Doctorate of Philosophy. In America there are more than one hundred and fifty master's degrees and sixty-seven different kinds of doctorates in addition to the traditional German Doctorate of Philosophy.[11]

Prior to 1861, young Americans who desired the coveted doctorate degree traveled to Europe and usually to Germany. The first was Edward Evert, who won the Ph.D. at the University of Gottingen in 1817. Yale offered the Ph.D. in 1860, and conferred three such degrees in 1861. Originally the basic academic requirement was two years beyond the bachelor's degree; later it was extended to three years. The conditions established for this German-American degree were: a year in residence, a comprehensive examination, and a dissertation which should be a contribution to knowledge. The degree was conferred on

---

[8]Alkinson, op. cit., pp. 12-13.

[9]Ibid., p. 14.

[10]Eells, op. cit., p. 4.

[11]Oliver C. Carmichael, Graduate Education: A Critique and a Program (New York: Harper and Brothers Company, 1961), p. 46.

students of the Schools of Science, Mathematics, or Philosophy.[12] From 1861 to 1879, thirteen American universities began to confer the Ph.D. degree. Some of these were Yale, Cornell, Harvard, Syracuse, Columbia, Ohio State, John Hopkins, and Vanderbilt Universities.[13]

A second earned doctorate research degree which has received wide recognition in a number of American universities and colleges is the Doctor of Education (Ed.D.). It was first conferred in 1921 by Harvard University. Since that date eighty-seven institutions have conferred the Ed.D. In 1891 the first Ph.D. in education was awarded by Clark University. At present there are a number of institutions that award both the Ph.D. and Ed.D. in education. The greatest difference in the requirements for the Ed.D. and the Ph.D. in education is found in the foreign language requirements. Some institutions require two foreign languages, other extend a waiver of one language and a course in statistics, while yet another has no foreign language requirements.[14]

As a badge of scholarship the doctorate presupposed the graduate's attitude and academic ability. He has, according to the German tradition, exhibited evidence of original research that shall in itself be a contribution to human knowledge.[15]

---

[12]Eells, op. cit., pp. 20-22.

[13]Ibid., p. 24.

[14]Ibid., pp. 23-33.

[15]Alkinson, op. cit., p. 42.

## II. DEVELOPMENT OF THE MASTER'S AND SPECIALIST'S DEGREES

Higher education has been the subject of critical scrutiny in recent years. National, regional, and local studies have been made. Graduate councils, deans, and students have individually and collectively debated the age-old issues: "the deplorable state of the Master's Degree and the inordinate lag between the B.A. and the Ph.D."[16] The present-day trend is to suggest some solutions for long recognized problems pertaining to the doctor's degree; however, few of these have been put into actual practice. Most of the historical and statistical studies have centered upon the problem of what can be done, but few have offered practical guidelines for changes in the doctoral program.[17]

Next to the junior college movement the graduate school is the youngest of the organized segments of higher education.[18] Within the past fifty years graduate education has become a problem of magnitude for institutions, faculties, and students. This problem became acute with "Operation Manhattan" and its first atomic reactor which brought even greater demands for personnel with advanced academic training.[19]

In the Middle Ages, the master's degree was synonymous with the doctor's degree, both designed for those who wished to follow the

---

[16]Carmichael, op. cit., p. 3.

[17]Ibid., pp. 4-6.

[18]Peter F. Oliva, The Secondary School Today (Cleveland: World Publishing Company, 1967), p. 15.

[19]Carmichael, op. cit., pp. 14-16.

teaching profession. The Master of Arts was abandoned in favor of the Doctor of Philosophy in Europe and then in America in 1861.[20]

It was quite natural that Harvard University, with its founders and faculty being graduates of the English universities, would adopt the British pattern in conferring both the bachelor's and master's degrees. By 1961-62, the United States Office of Education listed 2,040 institutions of higher education with almost seven hundred of these awarding the master's degree.[21]

Harvard, founded in 1636 with a grant of four hundred pounds of sterling from the Massachusetts General Court, is not only the oldest college in the United States,[22] but the first American college to initiate the master's degree. By 1642, Harvard's master's degree requirements were being taken seriously. During a period of ten years (1649-59) fifty-three candidates received A.B. degrees and thirty-four received M.A. degrees from Harvard.[23] The residence of the thirty-four students receiving the M.A. ranged from no period of formal residence to more than one year. While Increase Mather (1685-1701)[24] was President, Harvard's academic laws were amended to include the following statement regarding candidates for the master's degree:

---

[20]Alkinson, op. cit., p. 12.

[21]Eells, op. cit., p. 6.

[22]Waynes Andres (ed.), Concise Dictionary of American History (New York: Charles Scribner's Sons, 1962), p. 442.

[23]Samuel E. Morison, Harvard College in the Seventeenth Century (Cambridge: Harvard University Press, 1936), p. 70.

[24]Andres, op. cit., p. 442.

> What Bachelor soever shall make a common place or synopsis of any of the arts or sciences, and publicly read the same in the college hall, in the third year after his 1st degree, and be ready to defend his thesis, and is skilled in the original tongues, and continueth blameless, shall, after approbation at a public act, be capable of a second degree, viz. of Master's of Arts.[25]

In 1702, Yale became the second American university to confer the master's degree, and other American universities began to confer the degree after this time. In 1759, Princeton tried to restore the stature of the master's degree by requiring all candidates to reside in college for "one week" before commencement and stand an examination of their knowledge.

By the early nineteenth century the master's degree had lost most of its prestige. Students humorously said the degree required "keeping out of jail for three years and paying the five dollar fee."[26]

In the latter part of the nineteenth century new and rigorous standards for graduate education were established by various leading universities and colleges. The first such change was at the University of Michigan in 1853. The school announced:

> . . . the degree of Master of Arts would not be conferred in courses upon graduates of three years standing, but only upon graduates who had pursued professional or general scientific studies during that period. The candidate for the degree must also pass an examination and read a thesis before the faculty at the time of taking the degree.

The University of Michigan set the stage, and the Universities of

---

[25]Eells, op. cit., pp. 73-74.

[26]Ibid., pp. 75-76.

North Carolina, Georgia, Harvard, Yale, and Dartmouth followed in the years between 1860 and 1896.[27]

Thus, the modern type of earned master's degrees, involving significant work on the graduate level, came into general acceptance with variations for different institutions. From 1870 (after the academic changes) to 1960, it is reported that approximately 1,300,000 master's degrees have been awarded. During the same period the baccalaureate degree averaged 340,000 per year or a total of approximately 31,000,000.[28]

In 1960, the National Education Association reported that 49 per cent of the total staff and faculty of American colleges and universities had only the master's degree,[29] and only 20 per cent of the college faculty and staff have the doctorate.[30] Thus the shortage of holders of the doctorate for college faculty positions is being met by the employment of women and men with the master's degree only.

The "Specialist" degree made its debut at the University of Kansas in 1950. It is the intermediate degree between the master's and doctor's degrees, usually requiring two years of course study and a thesis above the baccalaureate degree. The specialist has been

---

[27] Ibid., p. 77.

[28] Ibid., p. 79.

[29] Ray C. Maul, "Are College Teachers in Short Supply?" The Journal of Higher Education, XXXVI (October, 1965), 390-91.

[30] Mark Garbarine (ed.), "Just ¼ of New College Teachers Have the Doctorate," The Journal of Higher Education, XXXVII (February, 1964), 12.

given various names, most of which are in the education field. The Specialist in Education (Ed.S.), Advanced Degree in Education (Ed.A.), Advanced Master's of Education (A.M.E.), and Advanced Masters of Arts in Education (A.M.A.E.) are the more prominent names.[31]

A survey by the American Association of College Teachers in 1960 listed some fifty-nine colleges and universities which granted a sixth-year degree, and twenty more were to be added to the list by 1967.[32]

The innovation of six-year degrees and the college faculty shortage have given birth to still another "specialist," the Master's of Philosophy (M.Ph. or M.Phil.). The Yale Graduate School (the first American institution to confer the Ph.D.) recently announced the establishment of the new degree. This degree, to be awarded to students who have completed all requirements for the Ph.D. except the dissertation, becomes effective for students entering during the fall of 1968. There will be a discontinuance of the master's program except when the course work is terminal, and then the master's will be conferred. The primary purpose of the M.Ph. is to provide a new intermediate degree which represents discipline and mastery in the full scope and depth required of the Ph.D.[33]

Those institutions of higher education who are or will be conferring specialist degrees believe that the competence represented in

---

[31]Eells, op. cit., p. 106.

[32]Ibid.

[33]John Miller, "The Master of Philosophy: A New Degree is Born," The Journal of Higher Education, XXXVII (October, 1966), 377-78.

their degree programs will provide a sound foundation for many careers in colleges, public education, governments, and private services. In the long run, success for graduate schools in turning out effective teachers depends to a large extent on a direction taken for the future which is consistent with the best traditions of the past.[34]

## III. HIGHER EDUCATION FACULTY AND STAFF SHORTAGES

National accreditation associations have specified what standards the academic preparation of the faculty and staff of four-year institutions and junior colleges should follow. These standards aid in insuring a well-qualified staff, but these standards also have inherent problems. During the seventy-first annual meeting of the Southern Association of Colleges and Schools, one of the six national accreditation associations, outlined the academic criteria for college faculty members:

> . . . all teaching faculty members should have advanced degrees (master's degree) specializing in the field in which they teach . . . in all colleges at least forty per cent of the teaching faculty should possess professional preparation equivalent to two years of advanced study beyond the bachelor's degree. In the senior colleges at least sixty per cent of the teaching faculty should possess professional preparation equivalent to three years of advanced study beyond the bachelor's degree and at least thirty per cent should hold the earned doctor's degree. . .in any department or division composed of four or more faculty members at least twenty-five per cent chould have an earned doctorate. . . in junior colleges in any department composed of as many as four faculty members, at least one should possess professional preparation equivalent to three years of advanced study beyond the bachelor's degree. . .[35]

---

[34] Ibid., pp. 378-81.

[35] Eells, op. cit., p. 80.

Ray Maul, Assistant Director of the Research Division in Higher Education of the National Education Association, reported that higher education in America has suffered for more than a decade from a shortage of competent staff members. "This situation is serious, if not acute," related Maul.[36] In 1954, the colleges and universities produced nine thousand doctor's degrees. By 1964, fourteen thousand five hundred students received doctorates.[37]

In investigating this problem that is rapidly becoming acute, it is necessary to consider where and in what way these new Ph.D.'s are being employed. Industry, governmental agencies, and colleges are bidding against each other. Percentages show that between 1953 and 1963 the new graduates with doctor's degrees who go into other fields range from a high of 31.4 per cent to a low of 23.5 per cent, indicating that educational institutions receive only a small portion of the new graduates.[38]

Even more serious than the shortage of teachers with the doctorate is the evidence that many of the faculty and staff now entering college and university teaching do so with only one year of post-master's degree preparation. During the ten-year span from 1953 to 1963, the range was from 18.2 per cent to 20.3 per cent.[39] This problem of employment of faculty and staff is compounded when new

---

[36]Maul, op. cit., p. 390.

[37]Ibid., pp. 390-92.

[38]Miller, op. cit., p. 12.

[39]Ibid.

teachers instructing the academic courses have been accepted from the group of candidates who have not yet earned the master's degree. This action is in violation of the accreditation associations. This group of instructors has a range of from 3.7 per cent in psychology and 9.3 per cent in education to a high of 16.7 per cent in foreign language.[40]

The shortage of faculty and staff in the junior college is reported to be more severe than that in the four year colleges and universities. The rapid growth of the community college concept, which has resulted in approximately seventy new junior colleges opening each school year, plus the growth of existing junior colleges, has compounded the problem.[41] Obviously, employers of junior college instructors look for many qualities in their staff in addition to the requirements set by the accreditation associations. Age, sex, and experience are, of course, weighed along with personality characteristics. Overshadowing all else, however, are the academic attainments--degrees held and credits earned. Emphasis upon extended graduate education varies widely according to the field and subjects that are taught. Vocational aims, technical terminal programs, and academic courses taught to prepare the students who are going on to the four year colleges and universities create different standards.

Despite these many differences, public education and higher education receive a small portion of the graduates of each class. Holders of the doctor's degree teaching in the junior colleges comprise

---

[40]Maul, op. cit., p. 392.

[41]Wortham, op. cit., p. 372.

from 6.2 per cent to 7.2 per cent of the total faculty. The number of instructors who have completed at least one year of graduate study beyond the master's degree shows a range of 17.1 per cent to 22.1 per cent. The per cent of instructors holding the master's degree was 43.6 to 53.6 and of instructors not yet having attained the master's degree was from 20.6 to 28.1 per cent.[42]

In broad, general terms these figures are discouraging. The United States Office of Education has published projected figures as far as 1976 on the number of faculty and staff members colleges and universities will need. The projected fall enrollment in institutions of higher education (four year colleges) is expected to be 9,300,000, against 4,900,000 students enrolled in 1966-67. Junior colleges show a potential increase in enrollment of approximately 700,000 in 1966 to 1,000,000 in 1977.

In 1960, the universities and colleges of America reported that they were offering more than sixteen hundred different degrees. Even with this many members of the instructional staff having bachelor's, master's, and doctorate degrees, the supply is not keeping pace with the present nor the projected needs.[43]

## IV. COMMON SENSE APPROACH TO THE DOCTORATE

Of the sixty-seven different doctorates,[44] the requirement of the

---

[42]Ray C. Maul, "Can We Get Enough Good Teachers," Junior College Journal, XXXIV (December, 1963), 5-6.

[43]Eells, op. cit., p. 108.

[44]Carmichael, op. cit., p. 46.

writing of the dissertation proves to be the most difficult and time-consuming phase of the program. The dissertation, written on the premise of research and research tools, is most often responsible for the failure of qualified students to complete their degrees.[45] The records show that less than 50 per cent of the candidates for the Ph.D. succeed in achieving the degree after completing all course work and comprehensive examination.[46] Of those holding the doctor's degree, 10 per cent produce 90 per cent of the published research.[47]

Members of advisory committees, deans, and department heads are in disagreement among themselves about how to solve graduate school requirements, and are especially in a quandary over the academic requirements of the teaching doctorate.[48] Accreditation associations fill a portion of the vacuum by declaring what will be an accredited doctorate. The general requirements stated by the associations are: (1) admission; (2) an earned master's degree; (3) course requirements; (4) requirements of foreign languages; (5) qualifying examination; (6) admission to candidacy; (7) residence requirements; (8) the dissertation; and (9) the comprehensive final examinations.[49]

---

[45]David T. Thonsgard, "Common-Sense Approach to Dissertation," The Journal of Higher Education, XXX (December, 1963), 491.

[46]Mary H. Wortham, "Two-Year Colleges and a Teaching Doctorate" (paper read at the 110th Anniversary of San Jose State College, San Jose, California, October 12, 1967).

[47]James L. Jarrett, "The State of Undergraduate Teaching" (paper read at the 110th Anniversary of San Jose State College, San Jose, California, October 12, 1967).

[48]Thonsgard, op. cit., pp. 491-92.

[49]Christine E. Buchkel, The College Blue Book (eleventh edition; Timonium, Universal Lithographers, 1965), Section B. p. 90.

In order to evaluate the criteria of the research-oriented doctorate, the dissertation must be viewed in the light of its goals, intent, and ability to prepare all higher education faculty and staff to teach effectively. Goals and intentions of the dissertation are shown as: (1) conformance to traditional educational scholarship; (2) a contribution to knowledge; (3) the acquainting of the student with research and research tools; and (4) the maintenance of a high standard. These goals and intentions are admirable; however, the insuring of the ability to prepare all higher education faculty and staff to teach effectively has been omitted. Thonsgard, of the State University of New York, claims that as education is presently modernizing, a value of research "lies molding in its grave." Most researchers utilize only one or two tools of research and the "high standards" frequently mean the scholarly standards of the professor and not the candidate.[50]

The common-sense approach to doctoral scholarship was presented by the president of the Carnegie Corporation in an annual report which said:

> For long years the graduate school, its mysteries culminating in the rites and ceremonials attending the awarding of the Ph.D. degree, has been the sacred cow in American education, to be worshipped rather than studied. . .[51]

Both professor and candidate suffer by the doctoral program since neither of them really want to be researchers, but they must go

---

[50]Thonsgard, op. cit., p. 493.

[51]Carmichael, op. cit., p. 61.

through a research program in order to get the "union badge" to teach in college.[52]

## V. DOCTORATE OF ARTS--DESIGN AND PURPOSE

Most educators feel that the separate academic approach is necessary in today's modern society because the various fields of knowledge have become and are becoming so complex that teachers must specialize if they are to be considered competent in a chosen area. They believe that this vast accumulation of knowledge and rapid rate of change has made it impossible for most teachers to be qualified to do an excellent job in more than one area.[53] This belief was reinforced when the President's Committee of Education Beyond the High School in viewing the community college said:

> . . . they are designed to help extend and equalize opportunities to those who are competent and who otherwise would not attend college, and to present a diversity of general and specialized programs to meet the needs of diversified talents and career goals. . . .[54]

Junior college goals are both broad and narrow. Many faculty members in the junior college attempt to affect their students' entire lives through general education. They want students to gain attitudes and abilities requisite to their becoming effective citizens, and to

---

[52]Kaoree Yamoto (ed.), The College Student and His Culture (Boston: Houghton Mifflin Company, 1968), p. 456.

[53]Davis, op. cit., p. 101.

[54]D. G. Morrison, State Formulas for Support of Public 2-Year Colleges, United States Department of Health, Education, and Welfare, Bulletin Number 4 (Washington: Government Printing Office, 1962), p. 33.

their fulfilling self-made goals in society. These diverse goals of broad and general attainment, then, represent the first consideration in faculty member preparation for the junior college.[55]

Individuals who enter a teacher preparation program represent another concern. The effects of past experiences from childhood, of contacts with other teachers, and of school environment were very likely imbedded in the teacher-to-be long before a decision to enter the teaching profession was made.[56]

The future teacher in the junior college arena is faced with the academic problems which attend the instruction of students with a wide range of abilities--from those of little ability to those who are superior in ability.[57] The additional problem is that there is no degree program specifically designed to prepare a teacher to teach in the junior colleges.[58] With this problem in focus the Division of Graduate Studies and Research, San Jose State College, San Jose, California, during its 110th Anniversary, presented in a seminar on October 12, 1967, the issue of a "teaching doctorate" for the junior college instructor. The proposed "teaching doctorate" will bring, it

---

[55]Arthur M. Cohen, "Teacher Preparation: Rationale and Practice," Junior College Journal, XXXVII (May, 1967), 21.

[56]Lewis B. Mayhew, "The Professional Needs of College Teachers," (paper presented to Stanford University, Stanford, California, June 10, 1964).

[57]Lendard L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Company, 1960), p. 22.

[58]Morrison, op. cit., p. 21.

is hoped, a balance of scholarship, research, and teaching competence to the junior college field.[59]

The "teaching doctorate" was unanimously endorsed by the California Junior College Faculty Association, Long Beach, California. The California Junior College Faculty Association represents approximately eight thousand junior college instructors in California. The "teaching doctorate" was called the Doctor of Arts (D.A.) by the Association. On November 12, 1967, the Professional Interest Committee of the California Junior College Faculty Association approved in general session the following resolution:

> WHEREAS: A need exists for a graduate program beyond the M.A. in which scholarship, teaching, and research are balanced to serve the needs of full-time instructors of undergraduate college students; and
>
> WHEREAS: The change in structure in higher education has created new problems; and
>
> WHEREAS: The instructors in junior colleges, the largest segment of higher education in California, recognize that the effectiveness of junior college instructional programs can greatly benefit by relevant advanced study,
>
> THEREFORE, BE IT RESOLVED THAT THE California Junior College Faculty Association State Faculty Council endorses the creation of an academic degree at the doctoral level, either as a modification of the Ph.D., or as a newly-designed degree such as the Doctorate of Arts (as developed by CJCFA's Committee on the D.A.) in the interest of junior college education; and
>
> BE IT FURTHER RESOLVED that the Ad Hoc Committee on the Doctor of Arts Degree be instructed to seek cooperation from other professional organizations, educational institutions and appropriate agencies

---

[59]James W. Brown, "Introductive Remarks: A New Doctorate for College Teachers" (paper read at the 110th Anniversary of San Jose State College, San Jose, California, October 12, 1967).

> in active pursuit of a doctorate in subject fields which is relevant to undergraduate college teaching. (unanimously approved)[60]

The Doctorate of Arts Degree as outlined by the California Junior College Faculty Association State Faculty Council is based upon the assumption (which the CJCFA questions) that the Ph.D. confers teaching competency on the basis that the holder of the degree is knowledgeable on a specific subject field. Yet, if good teaching is defined in terms of the stimulation of student learning, mastery of the subject field alone is not enough.[61]

The design of the Doctor of Arts Degree would include: (1) two years of academic course work in subject field courses at the graduate level; (2) a comprehensive examination equivalent to the comprehensive for the Ph.D.; (3) the encouragement of students to aim toward breadth of coverage rather than a narrow specialization; (4) foreign language requirements which would be established by the department; (5) requirement of a thesis to show research ability; and (6) additional graduate courses with work totaling ninety hours in professional education courses, educational research, research design, statistics, learning theory, history and philosophy of higher education and educational sociology.[62]

---

[60]Pres. Dawson, Executive Secretary, California Junior College Faculty Association, Long Beach, California. Letter to Edwin T. Shell, Northwestern State College, Natchitoches, Louisiana. July 28, 1968.

[61]Wortham, loc. cit.

[62]Ibid.

# CHAPTER III

## GENERAL DESIGN, COLLECTION, AND INTERPRETATION OF DATA

Data presented in this study were obtained from a seventeen item questionnaire which was mailed to 107 junior and community college administrators whose institutions are within the geographical boundaries of the Southern Association of Colleges and Schools. Each of these administrators was responsible for the employment of instructional staff or for the development of the curriculum. They were polled to give their opinions on the needs and merits of the proposed Doctor of Arts degree. Eighty-five per cent of the questionnaires mailed were returned. Eighty-three per cent were in a usable form. The data presented in this study were based on these replies.

### I. GENERAL DESIGN

The general design of this study was to survey selected junior college administrators whose institutions are within the geographical boundaries of the Southern Association of Colleges and Schools. The administrators were polled to suggest their opinion of the proposed Doctor of Arts degree as a possible fulfillment of the academic needs of the junior college instructor.

This study lends itself to the questionnaire technique of obtaining data. Reasons for the utilization of the questionnaire research tool in this study may be listed as: (1) geographical--distance of the junior college administrators from the interviewer

prohibited the use of the interview technique of research;[1] (2) considerable expenditure of money for travel would be incurred traveling to the seven target states;[2] (3) a large population of junior college administrators may be surveyed giving a greater sampling of the population;[3] and (4) the design of the questionnaire lends itself for responses to be given in a short time insuring a higher percentage of returned questionnaires.

The questionnaire utilized in this study consisted of seventeen items (see Appendix B), the first three of which were designed to gain personal information of the respondents. These items reflect: degrees earned; number of graduate hours above the Master's degree; and whether or not the respondent is responsible for the employment of new faculty members. Items four through sixteen were designed to measure opinions of the junior college administrators toward the proposed Doctor of Arts degree. Items four, five, and six were included to determine the type of prior employment experience that is considered most desirable for a junior college instructor and the educational achievement that is deemed necessary to teach at various levels. Item seven was included to determine the academic preparation considered necessary to become a department chairman. The data in item seven indicate if

---

[1]Carter V. Good and Douglas E. Scates, Methods of Research: Educational, Psychological, Sociology (New York: Appleton Century Crofts, Inc., 1954), pp. 607-08.

[2]Tyrus Hellway, Introduction to Research (Boston: Houghton Mifflin Co., 1964), p. 201.

[3]Good and Scates, op. cit., p. 606.

department chairmen were complying with the criteria of advanced study as required by the Southern Association of Colleges and Schools. Item eight was designed to determine which level of educational achievement is considered adequate for a junior college instructor in teaching traditional academic courses. Item eight was promoted by the minimum academic degree required by the Southern Association of Colleges and Schools which is the master's degree in the subject field in which the instructor is teaching. Items nine through twelve suggest the favor or disfavor of the proposed Doctor of Arts degree. Item thirteen was designed to measure the opinions of the administrators as to whether or not the traditional research-oriented dissertation is needed as one of the requirements for the Doctor of Arts degree. Items fourteen and fifteen were designed to suggest whether or not three years of advanced study beyond the bachelor's degree in no degree program, a course of study leading to the Ph.D. or Ed.D., or the proposed Doctor of Arts degree would best meet the needs of the junior college instructor. Item sixteen was designed to show the academic training recommended by the junior college administrators if they opposed the Doctor of Arts degree. Item seventeen was designed to give the respondent, who believed none of the existing degree plans adequately prepare the junior college instructor to teach in the junior college, an opportunity to suggest what type of program would be considered applicable.

## II. PROCEDURE FOR COLLECTING DATA

The data for this study were collected in a seventeen item questionnaire (see Appendix B) which was mailed to all tax supported

junior college adminstrators whose institutions are within the boundaries of the Southern Association of Colleges and Schools.

The schedule observed in mailing the seventeen item questionnaire was as follows: (1) the questionnaire was mailed with a self-addressed, stamped envelope on December 8, 1968, to the 107 respondents. A cover letter was also provided as shown in Appendix A and B; and (2) a follow-up letter and a second copy of the questionnaire were mailed on January 5, 1969, as shown in Appendix C. The following table shows the distributions of respondents by state.

TABLE I

DISTRIBUTION OF RESPONDENTS BY STATE

| State | Number of Respondents | Number Sent | Number Returned |
|---|---|---|---|
| *Alabama | 0 | 0 | 0 |
| Florida | 25 | 25 | 22 |
| Georgia | 9 | 9 | 7 |
| Kentucky | 11 | 11 | 11 |
| *Louisiana | 0 | 0 | 0 |
| Mississippi | 20 | 20 | 15 |
| North Carolina | 3 | 3 | 2 |
| *South Carolina | 0 | 0 | 0 |
| *Tennessee | 0 | 0 | 0 |
| Texas | 31 | 31 | 24 |
| Virginia | 8 | 8 | 8 |
| Total | 107 | 107 | 89 |

*These states do not list any public tax supported junior colleges in the 1967 edition of the American Junior College Directory.

## III. PRESENTATION OF DATA

Item one. Item one states, "Degree(s) earned: ( ) A.B., B.A., B.S.; ( ) M.A.; ( ) M.S.; ( ) M.Ed.; ( ) Ed.S.; ( ) Ph.D.; ( ) Ed.D." Responses to item number one on the questionnaire, requesting the administrators to indicate the degree or degrees earned, were as follows:

TABLE II

DISTRIBUTION OF JUNIOR COLLEGE ADMINISTRATORS SURVEYED TO REFLECT THE HIGHEST DEGREE EARNED

| State | M.A. | M.S. | M.Ed. | Ed.S. | Ed.D. | Ph.D. | Th.D. |
|---|---|---|---|---|---|---|---|
| *Alabama | | | | | | | |
| Florida | 2 | 2 | | | 14 | 4 | |
| Georgia | | 1 | | | 2 | 3 | 1 |
| Kentucky | 3 | | | | 6 | 2 | |
| *Louisiana | | | | | | | |
| Mississippi | 9 | | 2 | 3 | 1 | | |
| North Carolina | | | | | 2 | | |
| *South Carolina | | | | | | | |
| *Tennessee | | | | | | | |
| Texas | 2 | 4 | 4 | | 6 | 8 | |
| Virginia | 1 | | | | 1 | 6 | |
| Total | 17 | 7 | 6 | 3 | 32 | 23 | 1 |
| Per Cent of Total | 19 | 8 | 7 | 4 | 36 | 26 | 1 |

*These states do not list any public tax supported junior colleges in the 1967 edition of the American Junior College Directory.

An examination of Table II reveals that all administrators charged with the employment of junior college instructors have a minimum academic degree of master's and 63 per cent hold the doctor's degree.

Item two. Item two states, "Number of graduate hours above the master's degree: ( ) 0-14 hours; ( ) 15-29 hours; ( ) 30-44 hours; ( ) 45-59 hours; ( ) 60-74 hours; ( ) 75-90 hours; ( ) over 90 hours." Responses to item two indicate the number of graduate hourse above the master's degree. Table III shows the range of advanced graduate course work above the master's degree with the highest degree held in that pursuit.

TABLE III

DISTRIBUTION OF RESPONDENTS TO REFLECT THE NUMBER OF GRADUATE HOURS EARNED ABOVE THE MASTER'S DEGREE

| Degree | 0-14 hours | 15-29 hours | 30-44 hours | 45-59 hours | 60-74 hours | 75-90 hours | Over 90 hours |
|---|---|---|---|---|---|---|---|
| M.A. | 4 | 6 | 1 | | 2 | 2 | 2 |
| M.S. | 6 | | 1 | | | | |
| M.Ed. | 1 | 1 | 2 | | 1 | 1 | |
| Ed.S. | | | | | | 1 | |
| Ph.D. | | | | 2 | 9 | 7 | 5 |
| Ed.D. | | | | 6 | 5 | 10 | 13 |
| Th.D. | | | | | | | 1 |
| Total | 11 | 7 | 4 | 8 | 17 | 21 | 21 |
| Per Cent of Total | 12 | 8 | 5 | 9 | 20 | 23 | 23 |

Table III shows that 24 per cent of the junior college administrators who do not have Ph.D. or Ed.D. degrees do not possess more than forty-four hours which would be the equivalent of less than three years of advanced study beyond the bachelor's degree. David T. Kelly, Associate Executive Secretary of the Southern Association, defined this three years of advanced study as either an earned doctorate or

seventy-two graduate hours of advanced study.[4] (See Appendix D.) This is not a requirement of administrators, only of the instructional staff of the institution.

Item three. Item three states, "Are you responsible for the employment of new faculty members for your institution? ( ) Yes; ( ) No." Responses to item number three of the questionnaire indicate that 100 per cent of the respondents are responsible for the employment of new faculty members.

Items number four through seventeen of the questionnaire do not require objective responses, but rather the opinion of the junior college administrators.

Item four. Item four states, "Which one of the following types of employment experience do you believe to be the most desirable for a junior college instructor teaching the traditional academic courses (history, math, science, etc.)? ( ) elementary school; ( ) secondary school; ( ) college or university; ( ) positions other than educational."

Item four of the questionnaire asks which one of the following types of employment experience is most desirable for a junior college instructor teaching the traditional academic courses; that from the elementary school, secondary school, college or university, or positions other than education. Table IV contains data pertaining to employment experience most desirable for the junior college instructor teaching the traditional academic courses.

---

[4]Letter sent to Edwin T. Shell by David T. Kelly, Associate Executive Secretary Commission on Colleges, December 18, 1968.

TABLE IV

PRIOR EMPLOYMENT EXPERIENCE MOST DESIRABLE FOR JUNIOR COLLEGE INSTRUCTORS TEACHING THE TRADITIONAL ACADEMIC COURSES

| Type of prior experience | Total | Per Cent of Total | Number of Responses | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Fla. | Ga. | Ky. | N.C. | Miss. | Tex. | Va. |
| Elementary school | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Secondary school | 45 | 50 | 11 | 3 | 7 | 0 | 9 | 14 | 1 |
| College or university | 43 | 49 | 11 | 4 | 4 | 2 | 5 | 10 | 7 |
| Positions other than educational | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |

An examination of Table IV reveals a close relationship existing between the secondary school and college or university. It can be seen that 50 per cent of the respondents from the various states prefer applicants with secondary school experience, while 49 per cent prefer prior experience from the college or university setting. Respondents from some of the states, however, are not divided equally in their preference. Table IV may indicate a new trend in the employment of junior college instructional staff from the colleges and universities rather than the secondary school.

Item five. Item five states, "Which one of the following types of employment experience do you believe to be the most desirable for a junior college instructor teaching the creative or applied arts courses? ( ) elementary school; ( ) secondary school; ( ) college or university; ( ) positions other than education. Table V contains data pertaining to employment experience most desirable for the junior college instructor teaching the creative or applied arts courses.

TABLE V

PRIOR EMPLOYMENT EXPERIENCE MOST DESIRABLE FOR JUNIOR COLLEGE INSTRUCTORS TEACHING THE CREATIVE OR APPLIED ARTS COURSES

| Type of prior experience | Total | Per Cent of Total | Number of Responses | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Fla. | Ga. | Ky. | N.C. | Miss. | Tex. | Va. |
| Elementary school | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Secondary school | 34 | 39 | 7 | 1 | 7 | 0 | 8 | 10 | 1 |
| College or university | 35 | 40 | 11 | 4 | 2 | 2 | 3 | 12 | 1 |
| Positions other than educational | 18 | 20 | 3 | 2 | 2 | 0 | 3 | 2 | 6 |

An examination of Table V reveals that 20 per cent of the respondents preferred that applicants have experience in positions other than prior teaching positions. Table IV, as compared to Table V, shows that only 1 per cent of the administrators desired "positions other than educational" for the traditional subject matter instruction, while 20 per cent indicated "positions other than educational" for the creative or applied arts positions.

Item six. Item six states, "What levels of educational achievement are necessary for employment in your school?

a. To teach at any level of your college

b. To teach traditional academic subjects

c. To teach specialized technical courses

d. To teach creative arts."

Table VI contains data related to the educational achievement necessary to teach at any level, traditional academic subjects,

TABLE VI

EDUCATIONAL ACHIEVEMENT NECESSARY TO TEACH AT ANY LEVEL, TRADITIONAL ACADEMIC SUBJECTS, SPECIALIZED TECHNICAL COURSES, AND CREATIVE ARTS

| | Work experience | Competence | High school | B.A./B.S. | M.A./M.S. | M.A./M.S. + hours | M.A./M.S. + 30 hours | Ed.S. | Ph.D./Ed.D. |
|---|---|---|---|---|---|---|---|---|---|
| To teach at any level | | 1 | 2 | 5 | 81 | | | | |
| To teach traditional academic subjects | | | | 1 | 85 | | 2 | 1 | |
| To teach specialized technical courses* | 4 | | | 3 | 45 | 2 | | | |
| To teach creative arts | | 2 | 2 | 11 | 68 | 6 | | | |

*Two junior colleges indicated no technical instruction.

specialized technical courses, and creative arts. Table VI shows no clear cut consensus of opinion except that the M.A. or M.S. degree is considered a minimum requirement for teaching in those areas referred to in the question. Graduate course work beyond the master's degree is considered desirable by only 12 per cent of the respondents.

Item seven. Item seven states: "What extra academic preparation does your institution require of your department chairmen?"

Table VII contains data showing the academic preparation required to become a departmental chairman.

TABLE VII

ACADEMIC PREPARATION REQUIRED TO BECOME A DEPARTMENT CHAIRMAN

| | Master's | Master's + hours | Master's + 30 hours | Ed.S. | Ph.D. Ed.D. |
|---|---|---|---|---|---|
| Total Number | 50 | 19 | 7 | 1 | 8 |
| Per cent of total | 55 | 21 | 8 | 1 | 9 |

Table VII reveals that 30 per cent of the junior college administrators in the Southern Association responding to the question indicated that additional hours above the master's degree are required to become department chairman. Four of the administrators did not have department chairmen, and as a result did not indicate the preference of a requirement. Ten per cent of the junior colleges required "three years of advanced study beyond the master's degree."

Item eight. Item eight states, "In general, which one of the following educational achievement levels do you consider adequate for a junior college instructor teaching traditional academic courses? ( ) Bachelor's; ( ) Master's; ( ) Educational Specialist; ( ) Doctor of Arts; ( ) Doctor of Philosophy/Education."

Table VIII presents the data related to educational achievement considered adequate for a junior college instructor teaching traditional courses. An examination of Table VIII reveals that 83 per cent of the junior college administrators indicated that a minimum of a master's degree is needed to adequately instruct the traditional academic courses. Seventeen per cent indicated academic levels above the master's degree as adequate for a junior college instructor teaching the traditional academic courses.

TABLE VIII

EDUCATIONAL ACHIEVEMENT ADEQUATE FOR A JUNIOR COLLEGE INSTRUCTOR TEACHING THE TRADITIONAL ACADEMIC COURSES

| | B.A. | M.A./M.S. | Ed.S. | D.A. | Ph.D./Ed.D. |
|---|---|---|---|---|---|
| Total | 0 | 74 | 10 | 3 | 2 |
| Per cent of total | | 83 | 10 | 4 | 3 |

Item nine. Item nine states, "If such a doctorate as the D.A. were offered, do you believe it would be generally accepted by junior college instructors? ( ) yes; ( ) no."

Table IX indicates the respondents who believe the Doctor of

TABLE IX

RESPONDENTS WHO BELIEVE THE DOCTOR OF ARTS DEGREE WOULD OR WOULD NOT BE GENERALLY ACCEPTED BY JUNIOR COLLEGE INSTRUCTORS

| Opinion | Number of Respondents | Per Cent of Total |
|---|---|---|
| Favor Doctor of Arts degree | 77 | 86 |
| Do not favor Doctor of Arts degree | 12 | 14 |

Arts degree would or would not be generally accepted by junior college instructors.

An examination of Table IX reveals that the vast majority, 86 per cent of the respondents, believe that the Doctor of Arts degree would be generally accepted by the junior college instructors in the Southern Association of Colleges and Schools.

Item ten. Item ten states, "Would you favor the Doctor of Arts degree program? ( ) yes; ( ) no."

Item ten as shown in Table X presents data related to one of the key responses of the questionnaire in which the respondents are given a choice of voting for or against the proposed Doctor of Arts degree. Seventy-eight per cent of the respondents favor the Doctor of Arts program.

Item eleven. Item eleven states, "Would you favor the Doctor of Arts degree program for all junior college instructors? ( ) yes; ( ) no." The opinions secured by this item are shown in Table XI on the following page.

TABLE X

RESPONDENTS WHO FAVOR OR DO NOT FAVOR THE PROPOSED DOCTOR OF ARTS DEGREE

| State | Favor Doctor of Arts degree | Do not favor Doctor of Arts degree |
|---|---|---|
| *Alabama | 0 | 0 |
| Florida | 18 | 4 |
| Georgia | 5 | 2 |
| Kentucky | 9 | 2 |
| *Louisiana | 0 | 0 |
| Mississippi | 13 | 2 |
| North Carolina | 1 | 1 |
| *South Carolina | 0 | 0 |
| *Tennessee | 0 | 0 |
| Texas | 19 | 5 |
| Virginia | 5 | 3 |
| Per cent of total | 79 | 21 |
| Total | 70 | 19 |

*These states do not list any public tax supported junior colleges in the 1967 edition of the American Junior College Directory.

TABLE XI

RESPONDENTS WHO FAVOR OR DO NOT FAVOR THE DOCTOR OF ARTS DEGREE FOR ALL JUNIOR COLLEGE INSTRUCTORS

| Opinion | Number Respondents | Per Cent of Total |
|---|---|---|
| Favor Doctor of Arts Degree | 23 | 26 |
| Do not favor Doctor of Arts degree | 66 | 74 |

Table XI reveals that 74 per cent of the respondents do not favor the Doctor of Arts degree for all junior college instructors.

Item twelve. Item twelve states, "Would you favor the Doctor

of Arts degree program for the traditional academic instructors but not for the creative or applied art instructors? ( ) yes; ( ) no." The responses to this item are shown in Table XII.

TABLE XII

RESPONDENTS WHO FAVOR THE DOCTOR OF ARTS DEGREE FOR THE TRADITIONAL ACADEMIC INSTRUCTOR BUT NOT FOR THE CREATIVE OR APPLIED ART INSTRUCTOR

| Opinion | Number of Respondents | Per Cent of Total |
|---|---|---|
| Favor Doctor of Arts degree | 29 | 33 |
| Do not favor Doctor of Arts degree | 60 | 67 |

An examination of Table XII reveals that 67 per cent of the respondents do not favor the Doctor of Arts degree for the traditional academic instructor but not for the creative or applied art instructor.

Item thirteen. Item thirteen states, "If a doctor's degree were offered designed especially for the junior college instructor, do you believe the traditional research-oriented dissertation is needed? ( ) Yes; ( ) no." The responses to this item are shown in Table XIII.

An examination of Table XIII reveals that 82 per cent of the respondents indicated they do not favor a research-oriented dissertation for a doctor's degree especially designed to meet the needs of the junior college instructor.

Item fourteen. Item fourteen states, "In your opinion, would a junior college instructor possessing the 'proposed' Doctor of Arts

TABLE XIII

RESPONDENTS WHO INDICATE THAT A DOCTOR'S DEGREE DESIGNED FOR THE JUNIOR COLLEGE INSTRUCTOR SHOULD OR SHOULD NOT HAVE THE TRADITIONAL RESEARCH-ORIENTED DISSERTATION

| Opinion | Number of Respondents | Per Cent of Total |
|---|---|---|
| Favor traditional research-oriented dissertation | 16 | 18 |
| Do not favor traditional research-oriented dissertation | 73 | 82 |

degree be better equipped to teach students in the junior college than the traditional Ph.D./Ed.D.? ( ) yes; ( ) no." The responses to this item are shown in Table XIV.

TABLE XIV

RESPONSES INDICATING THE OPINION OF WHETHER OR NOT THE PROPOSED DOCTOR OF ARTS DEGREE WOULD BETTER EQUIP THE INSTRUCTOR TO TEACH STUDENTS IN THE JUNIOR COLLEGE THAN THE TRADITIONAL PH.D./ED.D.

| Opinion | Number of Respondents | Per Cent of Total |
|---|---|---|
| Favor Doctor of Arts degree | 59 | 67 |
| Do not favor Doctor of Arts degree | 30 | 33 |

A study of Table XIV shows that 67 per cent of the junior college administrators are of the opinion that the Doctor of Arts degree will better equip an instructor to teach at the junior college level than will the traditional Ph.D. or Ed.D.

Item fifteen. Item fifteen states, "Would you rather employ a

new instructor for your institution who met Southern Association of Colleges and Schools requirement of '. . . in junior colleges in any department composed of as many as four faculty members, at least one should possess professional preparation equivalent to three years of advanced study beyond the bachelor's degree'; who possessed (a) three years of advanced study beyond the bachelor's without an advanced degree; (b) three years of advanced study beyond the bachelor's degree in an organized course of study under the guide lines of the Doctor of Arts degree; or (c) three years of advanced study beyond the bachelor's degree in an organized course of study under the guide lines of the Ph.D./Ed.D." ( ) a; ( ) b; ( ) c." The responses to this item are shown in Table XV.

TABLE XV

RESPONSES INDICATING THE METHOD FOR MEETING THE SOUTHERN ASSOCIATION REQUIREMENT OF THREE YEARS OF ADVANCED STUDY BEYOND THE BACHELOR'S DEGREE

| Method | Number | Total Per Cent |
|---|---|---|
| Three years without a degree | 12 | 13 |
| Three years leading to the D.A. | 50 | 53 |
| Three years leading to the Ph.D./Ed.D. | 27 | 30 |

A study of Table XV reveals that 53 per cent of the respondents favor three years of advanced study leading to the Doctor of Arts degree, 30 per cent prefer three years of advanced study leading to the Ph.D. or Ed.D., and 13 per cent favor three years of advanced study with no degree.

Item sixteen. Item sixteen states, "If you oppose the Doctor of Arts program, what type or kind of degree program would you recommend for the junior college instructor?

( ) Present M.A./M.S. program

( ) Additional academic courses above the master's degree with no degree

( ) Ed.S./Ed.A./A.M.A.E.

( ) Present Ph.D./Ed.D."

The responses to this item are shown in Table XVI.

TABLE XVI

RECOMMENDATIONS OF OTHER TYPES OF ACADEMIC TRAINING FROM RESPONDENTS WHO WERE OPPOSED TO THE DOCTOR OF ARTS DEGREE

| Other Types of Academic Training Recommended | Number | Percentage of Administrators Opposed to Doctor of Arts Degree |
|---|---|---|
| Present M.A./M.S. | 3 | 4 |
| Additional hours without a degree | 7 | 8 |
| Ed.S., Ed.A., A.M.A.E. | 6 | 7 |
| Present Ph.D. or Ed.D. | 1 | 1 |
| Total | 17 | 20 |

An inspection of Table XVI shows 20 per cent of the respondents opposed the Doctor of Arts degree program. Four per cent were in favor of the present master's degree, 8 per cent preferred the master's degree with no degree, 7 per cent preferred the Ed.S./Ed.A./A.M.A.E., and 1 per cent preferred the present Ph.D./Ed.D.

Item seventeen. Item seventeen states, "If, in your opinion, none of the existing degree plans adequately prepare the junior and community college faculty, what type of program would you suggest?"

Item seventeen, an open-end question, provided the respondents an opportunity to discuss the propsed Doctor of Arts degree showing both advantages and disadvantages. The responses to this item can be found in Appendix E.

# CHAPTER IV

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### I. SUMMARY

The primary purpose of this study was to poll the administrators of junior and community colleges to determine if, in their opinion, the Doctor of Arts degree would satisfy the academic needs of the junior and community college instructor. Opinions were secured through the completion of a seventeen item questionnaire which was mailed to 107 administrators whose institutions are within the geographical boundaries of the Southern Association of Colleges and Schools. Eighty-five per cent of the questionnaires were returned, of which eighty-three per cent were in a usable form.

The specific purposes of this study were:

1. To determine the academic preparation of the public tax supported junior college and community college administrators in the Southern Association of Colleges and Schools.

2. To determine the number of academic graduate hours earned by the administrators of the public tax supported junior colleges and community colleges in the Southern Association of Colleges and Schools.

3. To determine if the administrators who returned the seventeen item questionnaire were responsible for the employment of new faculty members of their institutions.

4. To determine the type of prior employment experience most

desirable for the junior college instructor teaching the traditional academic courses.

5. To determine the type of prior employment experience most desirable for a junior college instructor teaching the creative or applied art courses.

6. To determine the levels of educational achievement necessary for employment to instruct: at any level, traditional academic subjects, specialized technical courses, and creative arts.

7. To determine what extra academic preparation, if any, is required by department chairmen.

8. To determine what level of academic achievement is considered adequate for a junior college instructor teaching traditional academic courses.

9. To determine if, in the opinions of the respondents, the Doctor of Arts degree would be generally accepted by the junior college instructor.

10. To determine if the administrators surveyed favor the Doctor of Arts degree.

11. To determine if the administrators surveyed favor the Doctor of Arts degree for all junior college instructors.

12. To determine if the administrators surveyed favor the Doctor of Arts degree for the traditional academic instructor and not the creative or applied art instructor.

13. To determine if the doctor's degree were offered especially designed for the junior college instructor, if the traditional research dissertation is needed.

14. To determine if the "proposed" Doctor of Arts degree would better equip the junior college instructor to teach students in the junior college or would the traditional Ph.D. or Ed.D. better equip the junior college instructor to teach students in the junior college.

15. To determine if the administrators would prefer to employ a new instructor who met Southern Association of Colleges and Schools requirement of ". . . in junior colleges in any department composed of as many as four faculty members, at least one should possess professional preparation equivalent to three years of advanced study beyond the bachelor's degree"; who possess: three years of advanced study beyond the bachelor's degree without an advanced degree; three years of advanced study in an organized course of study under the guideline of the Doctor of Arts degree; or three years of advanced study beyond the bachelor's degree in an organized course of study under the guidelines of the Ph.D. or Ed.D.

16. To determine what type or kind of academic preparation the respondents would prefer if they did not favor the Doctor of Arts degree.

The seventeen item questionnaire was used to gain the above information.

Seventy-nine per cent of the respondents favored the Doctor of Arts degree. When asked to respond to an open-end question describing other existing degree programs or non-degree programs that would adequately prepare the junior college instructor to teach in the junior college, 4 per cent of the respondents favored other types of academic preparation. A summary of the seventeen items is shown in Appendix E.

Item 1 indicated that 63 per cent of the respondents hold the doctor's degree, 4 per cent have earned the Ed.S., while 44 per cent have the master's degree. It was found that all administrators responding to the questionnaire hold the minimum degree required by a junior college instructor, the master's degree.

Item 2 reflects the number of graduate hours above the master's degree held by the respondents. Twenty-five per cent of the administrators who do not hold the doctor's degree do not possess three years of advanced study beyond the bachelor's degree.

Item 3 suggests that all administrators who returned a usable questionnaire are responsibile for the employment of new faculty members.

Item 4 relates the type of prior employment experience that is most desirable for a junior college instructor teaching the traditional academic courses. Responses are divided on the prior employment experience as follows: 50 per cent preferred previous secondary teaching experience; 49 per cent prior university or college instructors; and 1 per cent preferred occupations other than education.

Item 5 relates the type of prior employment experience that is considered most desirable for the junior college instructor teaching the creative or applied art courses. Forty per cent of the administrators preferred pior college or university experience; 39 per cent preferred the secondary school experience; 20 per cent preferred positions other than education, while 1 per cent of the administrators preferred persons with elementary school teaching experience.

Item 6 indicates the level of educational achievement necessary

for the junior college instructor teaching: at any level, the traditional academic subjects, the specialized technical courses, and the creative arts. The responding administrators suggest: 91 per cent the master's degree; 6 per cent the bachelor's degree; 3 per cent a high school diploma; and 1 per cent competence in teaching at any level of the junior college. Administrators suggest the following academic achievement for instructors teaching the traditional academic courses: 95 per cent the master's degree; 3 per cent the master's degree plus thirty semester hours; 1 per cent the educational specialist; and 1 per cent the bachelor's degree. Ninety-nine per cent of the responding administrators suggested a master's degree or higher for teaching the traditional academic courses. For the instructor of the specialized technical courses, 53 per cent of the administrators suggested the master's degree plus hours; 42 per cent preferred the bachelor's degree; and 5 per cent indicated prior work experience. In regard to the creative arts, the administrators suggested by 76 per cent the master's degree; 12 per cent the master's plus hours; 3 per cent the bachelor's degree; 3 per cent the high school diploma; and 3 per cent competence in the field.

Item 7 reflects the administrators' opinions as to their requirements for junior college instructors becoming department chairmen. Their responses ranged from 9 per cent who required the Ph.D. or Ed.D. to 1 per cent who required the educational specialist degree. Eighty-four per cent of the administrators suggested that the minimum standard of the Southern Association of Colleges and Schools

of advanced academic training is not required in their institution for a department chairman.

Item 8 suggests which type of academic training is considered adequate for a junior college instructor teaching the traditional academic courses. All administrators suggested a minimum academic achievement of the master's degree. Seventeen per cent preferred academic achievement above the master's degree; 10 per cent preferred the educational specialist; 4 per cent preferred the Doctor of Arts degree; and 3 per cent prefer the Ph.D. or Ed.D.

Item 9 states, in the opinions of the administrators, whether or not the proposed Doctor of Arts degree would be generally accepted by junior college instructors. Eighty-six per cent believed the Doctor of Arts degree would be generally accepted by the junior college instructors.

Item 10 is one of the key responses to the questionnaire. Here the administrators were given a choice of indicating a positive or negative reaction to the proposed Doctor of Arts degree. Seventy-nine per cent favor the Doctor of Arts program. When requested to make a choice among the three years of advanced study with no degree, the Doctor of Arts degree, or the traditional Ph.D. or Ed.D. degree, 53 per cent suggested the Doctor of Arts degree, 30 per cent the Ph.D. or Ed.D., and only 13 per cent chose three years of advanced study beyond the bachelor's degree without an advanced degree.

Item 11 suggests whether or not the Doctor of Arts degree would be favored for all junior college instructors teaching both the traditional academic courses, specialized technical courses, and the

creative art courses. Seventy-four per cent of the administrators did not favor the Doctor of Arts degree for all junior college instructors.

The responses to item 12 are: 33 per cent of the administrators favor the Doctor of Arts degree program for the traditional academic instructor, but not for the creative or applied art instructor.

Item 13 suggests that a doctor's degree especially designed for the junior college instructor should omit the traditional research-oriented dissertation as part of the academic requirement for the degree. Eighty-two per cent of the administrators did not favor the research-oriented dissertation as part of the Doctor of Arts degree.

Item 14 raised the question as to whether or not the proposed Doctor of Arts degree would better equip the junior college instructor to teach than the traditional Ph.D. or Ed.D. degrees. Sixty-seven per cent favored the Doctor of Arts over the Ph.D. or Ed.D.

Item 15 suggests the relationship between which method of academic training is considered most desirable by the administrators to meet the Southern Association requirements of advanced academic hours requirement. The results show that 13 per cent favor three years of study with no degree required, 55 per cent favor advanced study leading to the proposed Doctor of Arts, and 30 per cent preferred advanced study leading to the Ph.D. or Ed.D.

Item 16 suggests that of the administrators who oppose the Doctor of Arts program, 4 per cent would prefer the junior college instructors to have an earned master's degree; 8 per cent additional

advanced hours without a degree; 87 per cent preferred the Ed.S., Ed.A., A.M.A.E.; and 1 per cent preferred the present Ph.D. or Ed.D.

## II. CONCLUSIONS

The responses given by the administrators make it possible to draw the following conclusions concerning the relationships among the administrators' academic training, the requirements of the junior college instructors who teach various types of subject matter, and the opinions concerning the proposed Doctor of Arts degree.

1. The Southern Association of Colleges and Schools provides in Standard Five that in junior colleges having departments composed of as many as four faculty members, at least one member of the department should possess professional preparation equivalent to three years of advanced study beyond the bachelor's degree.[1] Of the administrators responding to the questionnaire, 24 per cent did not have this level of achievement; however 62 per cent of the administrators hold the doctor's degree.

2. The administrators were almost equally divided in their opinions regarding the desirability of secondary teaching experience or college teaching experience as an activity prior to the initial appointment as a junior college instructor.

3. Opinions varied as to the type of prior employment experience considered desirable for the junior college instructor teaching the creative or applied arts.

---

[1]Proceeding--Sixty-Ninth Annual Meeting of the Southern Association of Colleges and Schools (Atlanta, Georgia, 1964), p. 91.

4. All of the junior college administrators polled desired the master's degree or higher academic training for the instructor teaching the traditional academic courses.

5. Standard Five of the Southern Association of Colleges and Schools advanced hour requirements stipulates that one member in a department of four or more should hold an earned doctorate degree.[2] Eighty-nine per cent of the responding administrators indicated that the requirements of Standard Five are not prerequisite for appointment to department chairmanships at their institutions.

6. From the responses to the four items on the questionnaire indicating a positive or negative opinion toward the proposed Doctor of Arts degree by the junior college administrators, the majority of the administrators, 69 per cent, favored the Doctor of Arts degree.

## III. RECOMMENDATIONS

The following recommendations are based on data secured from a review of related literature and from the responses given in the questionnaire used in this study.

1. A follow-up study should be made to ascertain the junior college and community college instructors' views relative to the Doctor of Arts degree.

2. The findings of this study might be presented to the Southern Association of Colleges and Schools for consideration by the committee responsible for developing standards for junior and community colleges. Numerous special graduate degrees are now approved by the Southern Association of Colleges and Schools to meet special needs. The Doctor of Arts degree could be considered by the Southern Association.

---

[2] Ibid.

# BIBLIOGRAPHY

## A. BOOKS

Alkinson, Carrol. Pro and Con of the Ph. D. Boston: The Meador Press, 1945.

Andrew, Wayne (ed.). Concise Dictionary of American History. New York: Charles Scribner's Sons, 1962.

Burchkel, Christian. The College Blue Book. Eleventh edition. Timonium: Universal Lithographers, 1965.

Carmichael, Oliver C. Graduate Education: A Critique and a Program. New York: Harper and Brothers Company, 1961.

Davis, Dale D. Focus on Secondary Education. Glenview: Scott, Foresman Company, 1966.

Dressel, Paul L., and others. Evaluation in Higher Education. Boston: Houghton Mifflin Company, 1961.

Good, Carter V. and Douglas E. Scates. Methods of Research: Educational, Psychological, Sociology. New York: Appleton Century Crofts, Inc., 1954.

Hellway, Tyrus. Introduction to Research. Boston: Houghton Mifflin Company, 1964.

Medsker, Lendand L. The Junior College: Progress and Prospect. New York: McGraw-Hill Book Company, 1960.

Morison, Samuel E. Harvard College in the Seventeenth Century. Cambridge: Harvard University Press, 1936.

Oliva, Peter F. The Secondary School Today. Cleveland: World Publishing Company, 1967.

Yamomoto, Kaora (ed.). The College Student and His Culture: An Analysis. New York: Houghton Mifflin Company, 1968.

## B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES AND OTHER ORGANIZATIONS

Eells, Walter C. Degrees in Higher Education. The Center for Applied Research in Education. Washington, D. C., 1963.

Holton, Holton (ed.). The Southern Association Quarterly, Vol. IV, May, 1940. No. 2. Pub. by Southern Association of Colleges and Secondary Schools, Atlanta, Georgia.

Johnson, Lamar B. State Junior Colleges: How Can They Function Effectively. Southern Regional Educational Board, Atlanta, Georgia, 1965.

Morrison, G. D. State Formulas for the Support of Public 2-Year Colleges. Bulletin Number 14, United States Department of Health, Education and Welfare: Government Printing Office, 1962.

Proceeding--Twenty-Eighth Annual Meeting of the Association of Colleges and Schools of the Southern States. Atlanta, Georgia, 1923.

Proceeding--Seventy-First Annual Meeting, Southern Association of Colleges and Schools. Southern Association of Colleges and Schools. Atlanta, Georgia, 1966.

Wortham, Mary H. "The Case for a Doctor of Arts: A View from Junior College Faculty," American Association of University Professors, 53-372-77, December, 1967.

## C. PERIODICALS

Cohen, Arthur M. "Teacher Preparation: Rational and Practice," Junior College Journal, 37:22-25, May, 1967.

Garbarine, Mark (ed.). "Just ¼ of the New College Teachers have the Doctorate," Michigan Educational Journal, 41:12-13, February, 1964.

Gleayer, Edmund J. "AAJC Approach," Junior College Journal, 47:7-8, November, 1967.

March, R. C. "The American Graduate Student at Oxford and Cambridge," American Association of University Professors, 41:553-88, Autumn, 1955.

Maul, Ray C. "Are College Teachers in Short Supply?" The Journal of Higher Education, 37:390-97, October, 1965.

_____. "Can We Get Enough Good Teachers?" Junior College Journal, 34:3-7, December, 1963.

Miller, John. "The Master's of Philosophy: A New Degree is Born," The Journal of Higher Education, 37:377-82, October, 1966.

Thonsgard, David T. "Common-Sense Approach to Dissertation," The Journal of Higher Education, 30:491-98, December, 1963.

## D. ENCYCLOPEDIA ARTICLES

"Doctor," Encyclopedia Britannica (XVIII ed.), VII. 497.

## E. UNPUBLISHED MATERIALS

Brown, James W. "Introductive Remarks: A New Doctorate for College Teachers." Paper read at the 110th Anniversary of San Jose State College, San Jose, California, October 12, 1967.

Jarrett, James L. "The State of Undergraduate Teaching." Paper read at the 110th Anniversary of San Jose State College, San Jose, California, October 12, 1967.

Lewis, Mayhew B. "The Professional Needs of College Teachers." Paper read at Stanford University, Stanford, California, June 10, 1964.

Wortham, Mary H. "Two-Year Colleges and a Teaching Doctorate." Paper read at the 110th Anniversay of San Jose State College, San Jose, California, October 12, 1962.

## F. NEWSPAPERS

The Chronicle of Higher Education, June 10, 1968.

## G. LETTERS

Dawson, Pres. Executive Secretary, California Junior College Faculty Association, Long Beach, California. Addressed to: Edwin T. Shell, Northwestern State College, Natchitoches, Louisiana. June 28, 1968.

Kelly, David T. Executive Secretary, Commission on Colleges. The Southern Association of Colleges and Schools, Atlanta, Georgia. Addressed to: Edwin T. Shell, Northwestern State College, Natchitoches, Louisiana. December 18, 1968.

APPENDICES



# APPENDIX A

Post Office Box 3911
Northwestern State College
Natchitoches, Louisiana 71457

As a graduate student of Northwestern State College, Natchitoches, Louisiana, I am conducting a survey of junior college and community college administrators. On the basis of the information collected, it is hoped that a degree program can be instituted to more adequately prepare junior college and community college faculty members to meet the needs in the classroom.

The success of this survey will depend upon your answering each item in the enclosed questionnaire. I sincerely appreciate your time and effort in making this a successful survey. The information from your individual reply will be held in the strictest confidence; neither your name nor your school will appear in the survey.

For your ease in returning the questionnaire, a stamped, addressed envelope is also enclosed. If you would like to have a summary of the finding, please check the appropriate place on the top of the questionnaire.

Sincerely yours,

Edwin T. Shell, Head
Social Studies Department
Airline Junior College
Bossier City, Louisiana 71010
(Sabbatical leave 1968-69)

ETS:db

Enclosures

# APPENDIX B

## RESEARCH QUESTIONNAIRE

The purpose of this questionnaire is to determine the views of junior college and community college administrators whose institutions are within the boundaries of the Southern Association of Colleges and Schools relative to a proposed junior college and community college teaching degree.

Directions: Please supply information requested by checking ( ) the appropriate responses or by writing the information in the blank. All responses will be treated confidentially; questionnaires have been coded for recording purposes only. I will deeply appreciate your prompt return of the completed questionnaire. If you desire a summary of the finding, please so indicate: ( ) yes; ( ) no.

---

### I. PERSONAL INFORMATION

1. Degree(s) earned: ( ) A.B., B.A., B.S.; ( ) M.A.; ( ) M.S.; ( ) M.Ed.; ( ) Ed.S., Ed.A.; ( ) Ph.D.; ( ) Ed.D.

2. Number of graduate hours above the master's degree: ( ) 0-14 hours; ( ) 15-29 hours; ( ) 30-44 hours; ( ) 45-59 hours; ( ) 60-74 hours; ( ) 75-90 hours; ( ) over 90 hours.

3. Are you responsible for the employment of new faculty members for your institution? ( ) yes; ( ) no.

### II. OPINIONNAIRE

4. Which one of the following types of employment experience do you believe to be the most desirable for a junior college instructor teaching the traditional academic courses (history, math, science, etc.)? ( ) elementary school; ( ) secondary school; ( ) college or university; ( ) positions other than educational.

5. Which one of the following types of employment experience do you believe to be the most desirable for a junior college instructor teaching the creative or applied arts courses? ( ) elementary school; ( ) secondary school; ( ) college or university; ( ) positions other than educational.

6. What levels of educational achievement are necessary for employment in your school?

   a. To teach at any level of your college _____

   b. To teach traditional academic subjects _____

   c. To teach specialized technical courses _____

   d. To teach creative arts _____

7. What extra academic preparation does your institution require of your department chairmen? _____

_____

## III. A PROPOSED DEGREE FOR JUNIOR COLLEGE INSTRUCTORS

The Southern Association of Colleges and Schools has required in their proceedings that, "in junior colleges in any department composed of as many as four faculty members, at least one should possess professional preparation equivalent to three years of advanced study beyond the Bachelor's degree."[1] This provision gives the direction to the solution of the academic needs of a junior college instructor, but not the type or kind of degree required or needed.

The California Junior College Faculty Association of Long Beach, California, proposed a new degree especially designed to meet the needs of the junior and community college instructor. The unofficial name of this degree is the Doctor of Arts (D.A.). The model of this "proposed" Doctor of Arts degree is:

CREDITS: A minimum of 90 (semester) hours beyond the Bachelor's degree with 60 (semester) hours in the instructor's teaching field, and an additional 30 (semester) hours of professional education courses.

RESEARCH: Flexibility in meeting research requirements with a thesis to be completed in one semester of full-time work. The thesis may consist of an expository and analytical study of some significant phase of the field or a project in applied research, such as the development of curriculum material, teaching strategies, and their testing in a class situation.

---

[1]Proceeding--Sixty-Ninth Annual Meeting of Southern Association of Colleges and Schools. 1964, p. 90.

LANGUAGE: Requirement to be determined by the student's major department in accordance with potential usefulness in the subject field.

8. In general, which one of the following levels of educational achievement do you consider adequate for a junior college instructor teaching traditional academic courses?
( ) Bachelor's; ( ) Master's; ( ) Educational Specialist;
( ) Doctor of Arts; ( ) Doctor of Philosophy/Education.

9. If such a doctorate as the D.A. were offered, do you believe it would be generally accepted for junior college instructors?
( ) yes; ( ) no.

10. Would you favor the Doctor of Arts degree program? ( ) yes;
( ) no.

11. Would you favor the Doctor of Arts degree program for all junior college instructors? ( ) yes; ( ) no.

12. Would you favor the Doctor of Arts degree program for the traditional academic instructors and not the creative or applied art instructors? ( ) yes; ( ) no.

13. If a doctor's degree were offered especially designed for the junior college instructor, do you believe the traditional research-oriented dissertation is needed? ( ) yes; ( ) no.

14. In your opinion, would a junior college instructor possessing the "proposed" Doctor of Arts degree be better equipped to teach students in the junior college than the traditional Ph.D./Ed.D.?
( ) yes; ( ) no.

15. Would you rather employ a new instructor for your institution who met Southern Association of Colleges and Schools requirements of ". . . in junior colleges in any department composed of as many as four faculty members, at least one should possess professional preparation equivalent to three years of advanced study beyond the Bachelor's degree;" who possessed (a) "three years of advanced study beyond the bachelor's" without an advanced degree; (b) "three years of advanced study beyond the bachelor's degree" in an organized course of study under the guide lines of the Doctor of Arts degree; or (c) "three years of advanced study beyond the bachelor's degree" in an organized course of study under the guide lines of the Ph.D./Ed.D.? ( ) a; ( ) b; ( ) c.

16. If you oppose the D.A. program, what type or kind of degree program would you recommend for the junior college instructor?
( ) Present M.A./M.S. program
( ) Additional academic courses above the master's with no degree
( ) Ed.S./Ed.A./A.M.A E.
( ) Present Ph.D./Ed.D.

17. If, in your opinion, none of the existing degree plans adequately prepare the junior and community college faculty, what type of program would you suggest? (Please use the back of this page.)

Edwin T. Shell
Post Office Box 3911
Northwestern State College
Natchitoches, Louisiana 71457

THANK YOU FOR THE TIME AND ATTENTION YOU HAVE GIVEN THIS STUDY

APPENDIX C

Post Office Box 3911
Northwestern State College
Natchitoches, Louisiana 71457

This is a special appeal for your assistance. Enclosed is a second copy of the questionnaire mailed to you on December 9, 1968. I realize the first questionnaire may have been misplaced or become buried on your desk.

Please fill out the enclosed questionnaire and return it in the stamped, addressed envelope. Your participation in this investigation will be deeply appreciated.

Sincerely yours,

Edwin T. Shell
Graduate Assistant
Department of Secondary Education

ETS:db

Enclosures

APPENDIX D

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

795 Peachtree Street • Atlanta, Georgia 30308

Phone 875-8011 Area Code 404

December 18, 1968

Mr. Edwin T. Shell
P. O. Box 3911
Northwestern State College
Natchitoches, Louisiana

Dear Mr. Shell:

Thank you for your letter of November 23 replying to my letter of November 5. I apologize for the error which was included. I intended to indicate that a year of advance study is defined as twenty-four graduate semester hours credit.

The basic faculty preparation requirement is a master's degree for all faculty members teaching collegiate credit courses. The current Illistration 3 of Standard 5 requires that 40% of a junior college faculty should possess two years advanced study beyond the baccalaureate degree. This means that to meet the 40% requirement that group of faculty members should have forty-eight graduate semester hours beyond their bachelor's degree. In effect, this means about a year or a little less than a year beyond the master's degree.

The requirement for three year's advance study for one faculty member in a department of four or more may be met by the possession of an earned doctorate or by seventy-two graduate semester hours of advanced study.

I hope this additional information will clarify the matter for you.

Sincerely yours,

David T. Kelly

David T. Kelly
Associate Executive Secretary
Commission on Colleges

DTK/mal

# APPENDIX E

## COMMENTS ON DOCTOR OF ARTS DEGREE BY JUNIOR COLLEGE ADMINISTRATORS

. . . Not all faculty need Doctorate (Ed.D., Ph.D.) or D. A. M.A./M.S. is or typical, for transfer courses and for credit-non transfer courses. The D.A. sounds good. However, and would definitely be of help in or and other junior colleges. Our salary schedule allows for M.A. plus 30 and M.A. plus 60 hours and we could assimilate such people. . . . is moving in this area for certification, but still no allowances on financial support.

. . . See no real difference in the D.A. program proposed and the Ed.D. program at . . . University.

. . . I do not "oppose" the D.A. I am just doubtful if it will get full backing when the "doctor" is given with less than the requirements of Ed.D. or Ph.D.

. . . If the D.A. was only a junior college teaching degree, I would never hire one.

. . . Your proposal sounds good. How about a computer language or data processing competency in lieu of language requirements?

. . . Sorry, I oppose 30 hours of professional education courses.

. . . I do not oppose the D.A., but so many times our instructors step up to senior colleges or universities teaching and this would be of importance to that person. If one could assume the D.A. would always be for junior colleges, I would be highly in favor of your program.

. . . I feel the Master's and Master's plus hours is the best preparation for our college. We have given leaves with pay to many of our finest instructors only to have them gabbled up by the universities. With much higher salaries. Since the community college is not research-oriented, I am against dissertations and other stumbling blocks such as languages and statistics. Our responsibilities are to teach with instruction second to none. I don't think a D.A. degree in the traditional sense of other degrees now given (Ph.D.-Ed.D.) would solve the problem.

. . . Maybe "degrees" aren't the answer.

. . . As I have suggested---academic preparation is not the

most important quality---needs yes---now after one has established the fact he is prepared academically---Then why worry over just what plan be followed---there are other qualities far more important than this.

. . . D.A. proposal is generally good. The 30 semester hours of professional education courses should be broadened to include psychology and sociology. Just taking 30 hours of education could be a waste of time.

. . . An internship under a competent instructor (or professor) who would evaluate the candidate. Degrees do not make for competence as an instructor without the proper motivation. Motivation can best be judged in the actual teaching situation

. . . If a D.A. for technical areas was developed, I would very much favor such a degree. At the present time, the M.S. is our best approach.

. . . In my opinion there is adequate opportunity under the umbrella of the M.A./M.S. and Ph.D./Ed.D. programs to improve the designs for college professors. I would not favor a Doctor's degree that would limit the mobility of a faculty member between junior college, senior college, and the university. Freshman and sophomore work is offered in all three.

. . . In certain occupational areas, the academic qualifications are less important than revelant industrial experience. A minimum of a Bachelor's degree is still needed except for some exceptional shop situations.

. . . The ability of a person to teach at the comprehensive community college is a complex mix of education background, experience, and personality. The most appropriate mix varies from position to position and person to person.

. . . I am not opposed to the D.A., but think the plan now used could be improved---I want my people to have sound training with knowledge and wisdom in their field.

. . . It is my firm conviction that a person with a Master's degree in a field other than education has sufficient background in his subject matter. I believe that a junior college teacher should have a good background in courses relating to tests and measurements, methods of teaching, etc. I have not yet found an instructor with even a B.S. or B.A. who could teach all that he knew.

. . . The professional education work should work be especially designed for junior college teacher---Psychology of the Late Adolescence, College teaching, Learning Theory, Testing and Statistics, Internship---in a junior college not freshman-sophomore teaching on four year campus.

. . . I believe an adequate amount of course work with the emphasis placed on classroom teaching experience with supplementary training in developments in subject field, audio-visual techniques and personnel counseling---both vocational and educational! The doctorate in any form isn't a must for good teaching at the junior college level.

. . . We need faculty members oriented to junior college teaching. . . Philosophy and History of the Junior College, Curriculum of Junior Colleges and Finances of the Junior College.

# APPENDIX F

## RESEARCH QUESTIONNAIRE

### I. PERSONAL INFORMATION

1. Degree(s) earned: ( ) A.B., B.A., B.S.; (17) M.A.; (7) M.S.; (6) M.Ed.; (3) Ed.S., Ed.A.; (23) Ph.D.; (32) Ed.D. (1) Th.D.

2. Number of graduate hours above the Master's degree: (11) 0-14 hours; (7) 15-29 hours; (4) 30-44 hours; (8) 45-59 hours; (17) 60-74 hours; (21) 75-90 hours; (21) over 90 hours.

3. Are you responsible for the employment of new faculty members for your institution? (89) yes; (0) no.

### II. OPINIONNAIRE

4. Which <u>one</u> of the following types of employment experience do you believe to be the most desirable for a junior college instructor teaching the traditional academic courses (history, math, science, etc.)? (0) elementary school; (45) secondary school; (43) college or university; (1) positions other than educational.

5. Which one of the following types of employment experience do you believe to be the most desirable for a junior college instructor teaching the creative or applied arts courses? (1) elementary school; (34) secondary school; (35) college or university; (18) positions other than educational.

6. What levels of educational achievement are necessary for employment in your school?

   a. To teach at any level of your college )
   b. To teach traditional academic subjects ) Please refer to a copy of Table VII which has been made a part of this appendix.
   c. To teach specialized technical courses )
   d. To teach creative arts )

7. What extra academic preparation does your institution require of your department chairmen?

   <u>No chairman 4; Master's 50; M.A. + hours 9; M.A. + 30 hours 7; Ed.S. 1; and Ph.D. or Ed.D. 8.</u>

## III. A PROPOSED DEGREE FOR JUNIOR COLLEGE INSTRUCTORS

The Southern Association of Colleges and Schools has required in their proceedings that, "in junior colleges in any department composed of as many as four faculty members, at least one should possess professional preparation equivalent to three years of advanced study beyond the bachelor's degree."[1] This provision gives the direction to the solution of the academic needs of a junior college instructor, but not the type or kind of degree required or needed.

The California Junior College Faculty Association of Long Beach, California, proposed a new degree especially designed to meet the needs of the junior and community college instructor. The unofficial name of this degree is the Doctor of Arts (D.A.). The model of this "proposed" Doctor of Arts Degree is:

CREDITS: A minimum of 90 (semester) hours beyond the bachelor's degree with 60 (semester) hours in the instructor's teaching field, and an additional 30 (semester) hours of professional education courses.

RESEARCH: Flexibility in meeting research requirements with a thesis to be completed in one semester of full-time work. The thesis may consist of an expository and analytical study of some significant phase of the field or a project in applied research, such as the development of curriculum material, teaching strategies, and their testing in a class situation.

LANGUAGE: Requirement to be determined by the student's major department in accordance with potential usefulness in the subject field.

8. In general, which one of the following levels of educational achievement do you consider adequate for a junior college instructor teaching traditional academic courses?
(0) Bachelor's; (74) Master's; (10) Educational Specialist;
(3) Doctor of Arts; (2) Doctor of Philosophy/Education.

9. If such a doctorate as the D.A. were offered, do you believe it would be generally accepted for junior college instructors?
(77) yes; (12) no.

10. Would you favor the Doctor of Arts Degree program? (70) yes;
(19) no.

---

[1]Proceeding--Sixty-Ninth Annual Meeting of Southern Association of Colleges and Schools. 1964, p. 90.

11. Would you favor the Doctor of Arts Degree program for all junior college instructors? (23) yes; (66) no.

12. Would you favor the Doctor of Arts Degree program for the traditional academic instructors and not the creative or applied art instructors? (29) yes; (60) no.

13. If a doctor's degree were offered especially designed for the junior college instructor, do you believe the traditional research-oriented dissertation is needed? (16) yes; (73) no.

14. In your opinion, would a junior college instructor possessing the "proposed" Doctor of Arts Degree be better equipped to teach students in the junior college than the traditional Ph.D./Ed.D.? (59) yes; (30) no.

15. Would you rather employ a new instructor for your institution who met Southern Association of Colleges and Schools requirements of ". . . in junior colleges in any department composed of as many as four faculty members, at least one should possess professional preparation equivalent to three years of advanced study beyond the bachelor's degree; who possessed (a) "three years of advanced study beyond the bachelor's" without an advanced degree; (b) "three years of advanced study beyond the bachelor's degree" in an organized course of study under the guide lines of the Doctor of Arts degree; or (c) "three years of advanced study beyond the bachelor's degree" in an organized course of study under the guide lines of the Ph.D./Ed.D.?

16. If you oppose the D.A. program, what type of kind of degree program would you recommend for the junior college instructor?
    (3) Present M.A./M.S. program
    (7) Additional academic courses above the master's with no degree
    (6) Ed.S./Ed.A./A.M.A.E.
    (1) Present Ph.D./Ed.D.

17. If, in your opinion, none of the existing degree plans adequately prepare the junior and community college faculty, what type of program would you suggest? (Please use the back of this page.)

EDUCATIONAL ACHIEVEMENT NECESSARY TO TEACH AT ANY LEVEL, TRADITIONAL ACADEMIC SUBJECTS, SPECIALIZED TECHNICAL COURSES, AND CREATIVE ARTS

| | Work experience | Competence | High school | B.A./B.S. | M.A./M.S. | M.A./M.S. + hours | M.A./M.S. + 30 hours | Ed.S. | Ph.D./Ed.D. |
|---|---|---|---|---|---|---|---|---|---|
| To teach at any level | | 1 | 2 | 5 | 81 | | | | |
| To teach traditional academic subjects | | | | 1 | 85 | | 2 | 1 | |
| To teach specialized technical courses* | 4 | | | 3 | 45 | 2 | | | |
| To teach creative arts | | 2 | 2 | 11 | 68 | 6 | | | |

*Two junior colleges indicated no technical instruction.